



**Welcome and thank you for attending  
the Summit. Our session will begin  
shortly.**

# HB4545 and HIT, Not Very Far Apart

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Supports

# Agenda and FYIs for Today

## Agenda

1. Overview of HB 4545
2. HB 4545 Compliance vs High Impact Tutoring
3. Resources and Supports
4. Q & A

# Overview of HB 4545

# HB 4545 – Accelerated Learning Requirements

Each time a student fails to perform satisfactorily\* on a grade 3-8 STAAR assessment or an EOC assessment, a school district must provide accelerated instruction to the student in the applicable subject area during the subsequent summer or school year. Accelerated instruction requires either:

## Option 1

Assign student to a teacher who is certified as a master, exemplary, or recognized teacher for the subsequent school year in the applicable subject area

## Option 2

Students receive at least 30 hours of supplemental instruction (i.e., tutoring) during the school year and/or in summer



Parents are allowed to request a particular classroom teacher if more than one is available

\*This means a student achieved an Approaching Grade Level or higher score. If a student was in grades 3-8 or in a high school course with an EOC, and did not take STAAR last year, they can be given a beginning of year test this year to demonstrate satisfactory performance.

[https://tea.texas.gov/sites/default/files/covid/house-bill-4545-frequently-asked-questions\\_0.pdf](https://tea.texas.gov/sites/default/files/covid/house-bill-4545-frequently-asked-questions_0.pdf)

# Option 2 – Supplemental Instruction Requirements

## When tutoring is provided to meet accelerating learning requirements:

- Targeted instruction in the TEKS
- Supplement normal instruction
- Min. 30 total hours during the subsequent summer or school year
  - If in the school year, must occur at least once per week
- Must help the student in achieving satisfactory performance
- Be provided individually or in a group of no more than three students\*
- Be provided by a person with training in the applicable instructional materials and under the oversight of the school district
- Be provided by one person, when possible, for the entirety of the student's supplemental instruction period

As part of HB 1525, school systems were provided **\$1290 per student** in need of supplemental instruction

\*Unless the parent or guardian of each student in the group authorizes a larger group

# Option 2 – Supplemental Instruction Requirements

## What does supplement normal instruction mean?

Students cannot be removed from...

- Instruction in grade level content for the foundation curriculum (i.e. Reading, Math, Science, etc.)
- Instruction in enrichment curriculum for the grade in which the student is enrolled (i.e. LOTE, Fine Arts, CTE, Health/P.E., Technology Apps, etc.)
- Recess or physical activity that is available to other students enrolled in the same grade

*This means schools may make changes to their daily school schedule, may support before/after school tutoring, and may expand summer school offerings to include tutoring*



# HB 4545 – Retention and Retesting Requirements Removed

- A student in 5 & 8 is no longer required by state law to be retained at the same grade level based on STAAR, and grade placement committees have been eliminated. (School systems still have the flexibility to retain students if deemed appropriate locally).
- In grades 5 & 8, there is now only one reading & math assessment opportunity. Prior law incorporated up to two re-taking opportunities for students, required if the student did not perform satisfactorily on the initial assessment.
- The optional end-of-course assessments for Algebra II and English III will no longer be offered.

Taken as a whole, these changes effectively remove high stakes for students from STAAR testing in grades 3-8.

# The Legislature Provided Significant Supports to Improve the Ability of our Schools to Accelerate Learning



## Learning Acceleration

### HB 4545

Clarifies prior accelerated learning requirements to provide additional supports for students scoring behind grade level on STAAR and EOCs

Well over **\$16 Billion** in new resources, above HB 3 formula funding levels, have been provided to Texas schools



## Tutors

### SB 1356

Creates retired teacher tutor registry

### SB 288

Addresses retirement benefits for tutor

### HB 1525

Provides formula funding for tutoring, and many other funding & COVID supports

# HB 4545 Compliance Vs. HIT

# Research Informs State Strategy: High quality tutoring programs can significantly accelerate student learning

## High quality tutoring programs have a few key attributes<sup>1</sup>...



**Well-trained, consistent tutor** (can be a teacher, paraprofessional, teacher candidate) who builds a strong relationship with students



**High quality instructional material** aligned to standards and core classwork



**One-to-one or small group** for individualized support (1-to-3 maximum ratio recommended)<sup>2</sup>



**Embedded** in the school day or immediately before or after, to maximize student access



**At least three sessions per week** for sustained support, 30 minutes minimum



**Data-driven** with tutors building sessions around student strengths and needs

## ...and can have a significant impact on student outcomes



Additional progress

A 2020 meta-analysis of 96 studies of high-quality tutoring programs found that students made **5 months of additional progress** on average, a large pooled 0.37 effect size<sup>3</sup>

*“The average effect of tutoring programs on student achievement is larger than the effects found in approximately 85% of studies evaluating education interventions and **equivalent to moving a student at the 35th percentile of the achievement distribution to the 50<sup>th</sup>**” – Dr. Matthew Kraft, Annenberg Institute, Brown University<sup>1,4</sup>*

Sources: 1) Kraft, Matthew A., and Grace Falken. (2021). A Blueprint for Scaling Tutoring Across Public Schools. (EdWorkingPaper: 21-335). Annenberg Institute at Brown University: <https://doi.org/10.26300/dkih-s987>; 2) Researchers are still vetting the effectiveness of 1:4 groups and currently recommend a careful approach to 1:4 support, with Dr. Robert Slavin (Johns Hopkins University) recommending: “I would keep careful track of how students are progressing...A lot of kids will be successful at one-to-four [groups] but there may be kids who are not, and I would reserve one-to-one for those who are not” (Source: [Education Week](https://doi.org/10.26300/eh0c-pc52)); 3) Nickow, Andre Joshua, Philip Oreopoulos, and Vincent Quan. (2020). The Impressive Effects of Tutoring on PreK-12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence. (EdWorkingPaper: 20-267). Annenberg Institute at Brown University: <https://doi.org/10.26300/eh0c-pc52>; 4) Kraft, M. A. (2020). Interpreting effect sizes of education interventions. Educational Researcher, 49(4), 241-253.

High Impact Tutoring	Supplemental Instruction under HB 4545
Effective for grades PK-12	Specific to grades 3-8 or EOC
Can be required or voluntary (opt-in or opt-out)	Required for students who fail to perform satisfactorily on STAAR*
Can be universal, needs-driven, or curriculum-driven	Is needs-driven
Effective for up to 4 students per trained tutor	Must have student to tutor ratio of 3:1 or less**
Highest effect sizes are for 10+ week programs, 3-5 tutoring sessions/week, 30-60 minutes per session	Provides no less than 30 hours of instruction, at least one session/week during school year

Similarities
<p>Supplements core instruction (<i>does not supplant</i>)</p> <p>Utilizes high quality instructional material that is designed for supplemental instruction, i.e., tutor-friendly, skills-based curriculum</p> <p>Employs well trained, consistent tutors with ongoing support and oversight from program leads</p>

\*If not assigned to master, exemplary, or recognized classroom teacher in the applicable subject area

\*\*Unless caregiver authorizes larger group

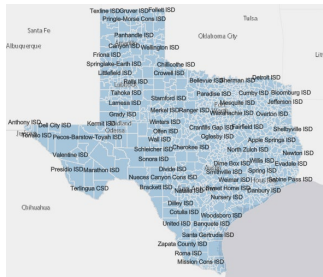
# Resources and Supports

# Key Supports

Amplify.

Amplify.

BookNook  
ZEARN



## HIT Workshop Series Cohorts

## TEA-Subsidized Providers

## TEA Approved Providers

## TCLAS Decision 6

## ESC Grants

- ESC ( HIT TOT) & LEA HIT Workshop Series
- Provide product-specific support to ESCs
- TOT to ESC for training of tutors
- Provide licenses for LEAs
- Data reporting to TEA
- 50+ vendors currently on the approved list
- Available for LEAs to contract with, no TEA contract
- Can support access to in-person and virtual tutors (200k + tutors available virtually)
- 299 participating LEAs
- 100% are using at least 1 of the subsidized provider
- Impacting 470k students with individual reading licenses & Math: 1300 school licenses (90k students)
- Training and technical support for LEAs
- Tutor training, tutor recruitment target 20K  
Tutor staffing hubs (4 ESCs: 1,2,20)

## Three Approaches



### Approach 1: Build it Yourself

**Resources:** Statewide Webinar Series, High Impact Tutoring Toolkit, High Impact Tutoring Workshop Series



### Approach 2: TEA-Approved Providers

**Resources:** Clearinghouse of TEA-approved full and partial tutor program providers in the VTTC



### Approach 3: TEA-Subsidized Providers

**Resources:** Vetted instructional materials, tutoring platform, aligned tutor training by ESCs, subsidized costs



## Texas Tutoring Supports

[The High Impact Tutoring Toolkit](#) - Outlines the foundational principles and key considerations that all LEAs should consider when implementing a high impact tutoring program

**Tutoring Toolkit 2.0 Available Now**





## **What does this approach entail?**

The LEA will design, coordinate, and implement their own tutoring program. LEAs will utilize existing instructional materials for tutoring, determine the individuals serving as tutors, and will be responsible for designing and delivering the training for tutors.

## **What resources are available for this approach?**

Resources posted on the Texas Tutoring Supports web page (Statewide Webinar Series, Scheduling Resources and High Impact Tutoring Toolkit) and opportunities like the High Impact Tutoring Workshop Series offered regionally via ESCs



## Accelerated Learning (HB 4545) Resources

### Planning Documents

- ACL Sample Packet (English) (Spanish)
- Tutoring Ratio Parent Permission Sample (English) (Spanish)
- Accelerated Instruction Plan for Non ALC Sample (English) (Spanish)
- HB 4545 Questions Planning Document Sample
- Planning Timeline Sample
- HB 4545 Overview
- HB 4545 Supplemental Accelerated Instruction
- HB 4545 Accelerated Learning Committee
- Supplemental Accelerated Instruction Hours Transfer Template

### Additional Resources

- Tutoring and Scheduling Webinar (Video) (Slide Deck)
- Texas Tutoring Supports Update March 24, 2022
- Resources For Parents
- Promotion and Accelerated instruction legislation (PDF) June 17, 2021
- COVID-19 Learning Loss and Acceleration Slides (PDF) March 25, 2021
- ST Math Summer Toolkit
- ST Math and Tutoring
- General Parent-Teacher Planning Tool (English) (Spanish)
- HB 4545 Parent-Teacher Planning Tool (English) (Spanish)
- Parent-Teacher Conference Planning Tool (90ss Clip) (Full Video Clip)

<https://tea.texas.gov/texas-schools/health-safety-discipline/covid/accelerated-learning-resources>





## Accelerated Learning (HB 4545) Resources

### HB 4545 Webinars

Webinar Topic	Recording   Slides
1: HB 4545 Implementation Overview	Recording   Slides
2: Accelerated Instruction Requirements & Tutoring	Recording   Slides
3: Acceleration Learning Committees & Parent Engagement	Recording   Slides
4: Accelerated Learning Resources	Recording   Slides

### District Resources

District Name	Resource
Ector County	Virtual Tutoring Plan
Crystal City ISD	Accelerated Instruction Plan
Hawkins ISD	Calculation of Accelerated Instruction
Houston ISD	Accelerated Learning Tracker
Rockdale ISD	ALC Meeting Agenda & Script
Rockdale ISD	ALC Plan & Minutes

<https://tea.texas.gov/texas-schools/health-safety-discipline/covid/accelerated-learning-resources>



# HB 4545 and ESC Tutoring Supports

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ESCs are currently offering technical assistance to LEAs with HB 4545 supports via the High Impact Workshop Series and Decision 6 and 11 with specific subsidized provider tutor training, and recruitment.

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LEAs were in an implementation phase for SY 21-22 and the expectation for SY 22-23 is that: "School districts should plan and prepare for full implementation of the necessary requirements in the 2022-23 school year. Starting in the 2022-23 school year, compliance with and adherence to HB 4545 statutory requirements will be enforced. "

# HB 4545 and ESC Tutoring Supports



On 4.8.22 TEA held a scheduling webinar where the best practices with master scheduling were presented.

Spring ISD  
Corpus Christi ISD  
Austwell-Tivoli ISD  
Corrigan-Camden ISD  
Poteet ISD



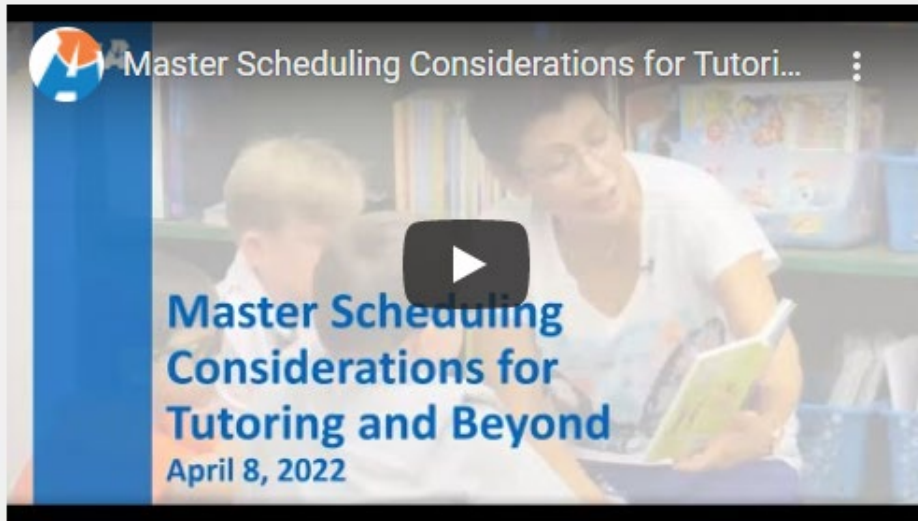
Many LEAs provided example schedules and discussed the challenges and successes that they have had with scheduling for this year and beyond.



TEA stressed consideration for teacher commitments such as the reading academies, extracurricular activities, and compliance with HB 4545 statute.

# HB 4545 and Scheduling Supports

## Tutoring and Scheduling Webinar



Download Slide Deck

## HIT: Scheduling



Download Examples and Resources

Download Slide Deck

<https://tea.texas.gov/texas-schools/tutoring>



# Additional Tools and Resources for Scheduling

## Tools:

[Unlocking Time: Schedule Library and Bell Schedule Builder](#)

## Resources:

[Texas Reading Academies Implementation Updates](#)

[NSSA: High Impact Tutoring District Playbook](#)

[ERS: Three Steps to a Strategic Schedule](#)

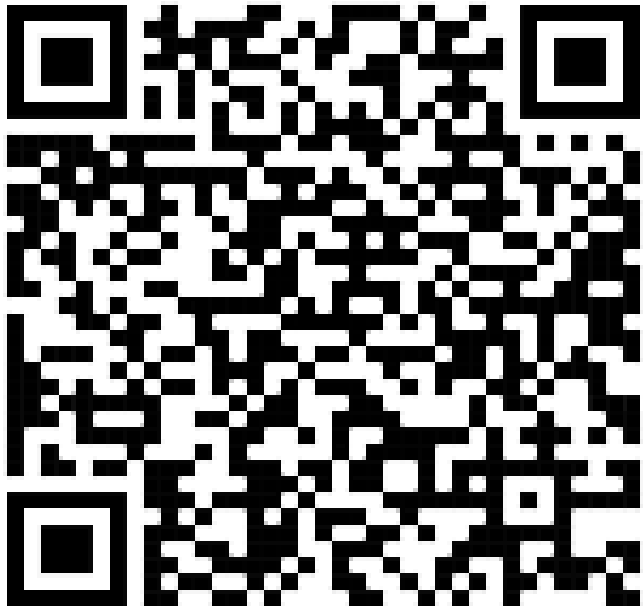
[CCASN: Master Schedule Guide](#)

[Reimagining the School Day \(article with examples\)](#)

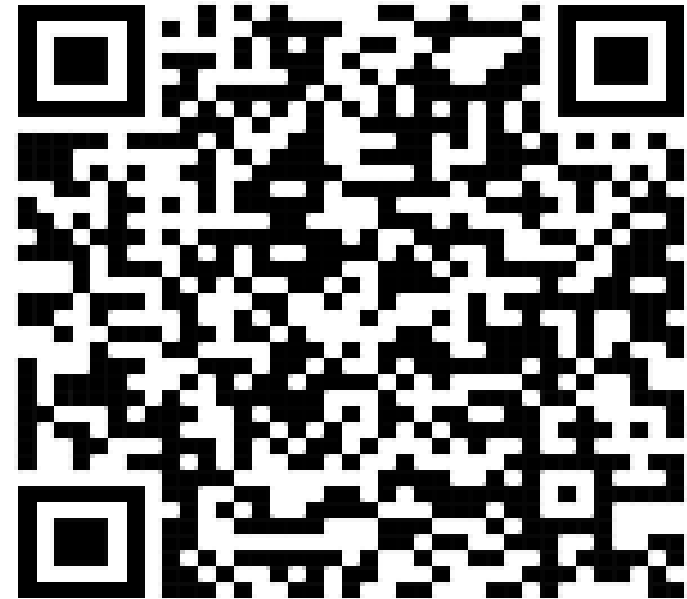
[Example Schedules](#)



## Accelerated Learning Website



## HB 4545 FAQ

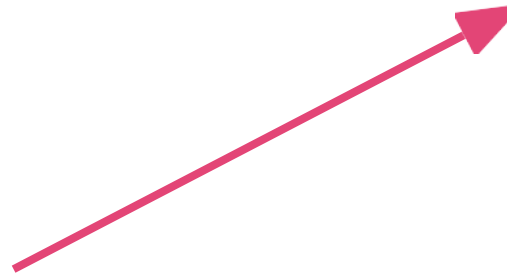







Additional HB 4545 questions: [Accelerated.instruction@tea.texas.gov](mailto:Accelerated.instruction@tea.texas.gov)








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